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Wellesley Centers for Women

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Research & Action Report, Fall/Winter 2004

Wellesley Centers for Women

Wendy Wagner Robeson

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Research & Action Report

Wellesley Centers for Women

Featuring:

The WCW 2004 International
Research and Action Conference:
Innovations in Understanding
Violence Against Women

Taking Stock:
Evaluation Research Paves
the Way for Better Programming

Work, Life, and Social Class:
A Life-span Perspective

Battered Women: What Goes Into
the Stay-leave Decision?

Honor Roll of Donors



Contents

Research & Action Report is published in the spring and fall by the Wellesley Centers for Women (WCW).

For more than three decades, WCW has been a driving force, both behind the scenes and in the spotlight, promoting positive change for women and families. The world's largest women's research center, WCW is the powerful alliance of the Center for Research on Women and the Stone Center at Wellesley College.

The work at WCW is grounded in the perspectives of women from diverse backgrounds. Our research and action projects lead to creative solutions to a range of pressing social concerns and to innovative policy alternatives.

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Thank You!

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From the Executive Director



Susan McGee Bailey

This issue of Research and Action literally covers the world. Articles discuss our work in connecting with the global women's movement to address violence against women as well as our perspectives on the factors affecting individual women's decisions to stay or leave abusive relationships here in the U.S. Another feature reports on work evaluating the effectiveness of a wide range of programs designed to encourage girls to pursue nontraditional careers and gain a stronger sense of their places in the community. Anne Noonan's work raises the key point that most of the research findings on older workers focus on their decisions about retirement, when, in fact, much of the baby boomer work force is pondering a more complex set of questions. "We limit ourselves if we see older workers only as pre-retirees, just as we would if we viewed the children we study merely as pre-adults," Anne points out.

The range of topics reported on and the nuanced understandings reflected in the work are a good reflection of the scope and depth of efforts here at the Wellesley Centers for Women. Clearly when women's experiences are at the center of the inquiry the new knowledge generated matters for both women and men. This is also illustrated in the new work highlighted in "Spotlight on New Research."

The majority of new projects funded since our spring issue focus on children and the educational and care options available to them and their families. This work builds on a long 30-year history of such work at the Centers. Every time I read that the "feminists have neglected the central problems of children and families" or that "the women's movement has paid little attention to key issues of childcare and working mothers" I find myself wondering what women's movement they are talking about! These issues were front and center in the earliest writings of the "second wave" of the feminist

movement more than 30 years ago, and they continue to be a key focus at many women's research and policy organizations.

No society that claims to value the contributions of women in the work force and the community can ignore the needs of children without revealing the hollow nature of the claim. The status and well-being of women is intimately connected with the well-being of children. And while I wish that I could state that this is equally true for men, I cannot. Our society still relies on women to perform the vast majority of the care giving and relationship building and tending that healthy families and societies require.

Much of our work is designed to understand better the needs of families and children as well as to research and evaluate the range of options available to them. Side by side with this research are efforts to draw attention to and deepen understanding of the strengths and contributions of women. We appreciate your support for this work. In a time when the only certainty is uncertainty, this support is especially encouraging and energizing for all of us here at WCW.



Short Takes

Boston Women's Journal Names Bailey to 2004 Hall of Fame

Wellesley Centers for Women Executive Director Susan Bailey received the Boston Women's Business 2004 Hall of Fame Award in the professional/nonprofit category on November 1 at a reception in Boston. The award recognizes Bailey for her "outstanding leadership skills, management abilities, and team building expertise." Bailey and the award winners in entrepreneur, executive, and startup/small business categories were profiled in the November issue of Boston Women's Business.

WCW Welcomes the 2004–2005 NICHD Postdoctoral Fellows

The Wellesley Centers for Women is pleased to announce the appointment of the 2004–2005 National Institute of Child Health and Human Development postdoctoral training fellows: Michelle Bragg, Diane M. Purvin, and Jasmine M. Waddell. Bragg's primary research interests include social fathering, kin networks, and cultural factors that influence family adaptation, functioning, and resilience. Purvin aims to contribute to more effective social policies and interventions by studying the impact of intimate abuse and family violence on developmental risk and resilience. Waddell's research interests include social exclusion, social citizenship, social welfare and security, child poverty, child development, and social policy in developing countries.

WCW Welcomes New Student Interns

The Selection Committee for the Undergraduate Training Opportunities at the Wellesley Centers for Women is pleased to announce the recipients for the 2004–2005 academic year. Jennifer Ngo, '05, was awarded the Class of '67 Internship. She is working with Linda Williams on synthesizing findings from the 2004 International Conference on Violence Against Women and preparing for future international collaborations. Stacey Eady, '06, has been selected as the Morse Fellow. She is working with the Open Circle program under the guidance of Program Director Jim Vetter. Hao Nguyen, '05, has been chosen as the Linda Coyne Lloyd Student Research Intern. She is working with Senior Research Scientist Nan Stein on the Sexual Harassment and Gender Violence in Schools Project. Vera Hannush, '05, has been selected as the Shirley R. Sherr Student Research Intern. Hannush is working on the Family Income, Infant Child Care, and Child Development Project, advised by Project Director Wendy Wagner Robeson.

Research into Action: Expert-Witness Testimony in Education Reform Case

Nancy Marshall provided expert-witness testimony for the *Hancock v. Driscoll* education reform court case in Massachusetts in 2003. Her testimony was cited in Judge Botsford's findings of fact on the limited access that low-income children have to early childhood education programs that will prepare them for K-12 schooling. Marshall's testimony contributed to Judge Botsford's recommendation that the Massachusetts Department of Education be ordered to provide sufficient funding for affordable public preschool education for all children. Marshall has conducted a series of studies of the cost and quality of early care and education in Massachusetts, with funding from the Child Care Bureau of the Administration for Children and Families and from the Massachusetts Department of Education. This research served as the basis for her testimony. A summary of the case can be accessed at www.goodschoolsformass.org/Trial_Documents/Daily_Court_Summaries.html.

A New Collaboration: Bringing Out the Best in Your Child

Open Circle and Families First Parenting Programs will collaborate to develop joint curricula and a series of workshops for parents of school-age children. The collaboration, supported by a grant to Families First by the Klarman Family Foundation, will develop a variety of parent workshops on the theme of "Bringing Out the Best in Your Child." In addition, the collaboration will include professional development and training in how to facilitate these workshops for school psychologists, social workers, and counselors within school systems.

JBMTI Publication: Enhancing Training and Education

Diversity and Development: Critical Contexts That Shape Our Lives and Relationships, the first counseling text grounded in relational-cultural theory, was recently published by Wadsworth/Brooks-Cole. The text was edited by Professor Dana Comstock from St. Mary's University in San Antonio, TX. Comstock, who is a graduate of the Jean Baker Miller Training Institute's practitioner program, compiled the book because "... It was crucial that counselors in training come to understand human development from a contextual and relational perspective." This book examines the developmental contexts that impede our ability to form and participate in growth-fostering relationships and addresses themes of shame and marginalization in chapters that explore gender issues, sexuality, trauma, addiction, grief, spirituality, and the convergence of race, ethnicity, and gender.

Empowering Children for Life Grant Program Enters Second Year

The Robert S. and Grace W. Stone Primary Prevention Initiatives Grant Program, Empowering Children for Life, was established at WCW's Stone Center with a generous gift from the Stone Foundation to support research and evaluation that advances understanding of the role of relationships in fostering child care, adolescent well-being, and healthy human development. The grant program provides two categories of awards, individual dissertation awards and research grants. In 2003, four awards were given. Among the 2003 recipients was Anne Noonan whose work is highlighted in the article on page 26 of this issue. Another recipient was Renée Spencer, whose article "Growth-Promoting Relationships Between Youth and Adults: A Focus Study Group," written with Judith V. Jordan and Jenny Sazama, appeared in *Families in Society* this year (see full citation below).

Deborah E. Schechter, a Ph.D. candidate at the University of Washington in Seattle, is the recipient of the 2004 dissertation award for her project, "Cultural Identity, Stress, and Coping in Passamaquoddy Children and Adolescents."

Applications for 2005 awards are due May 3, 2005.

For grant guidelines and more information on the Stone Primary Prevention Initiatives Grant Program, visit www.wcwonline.org/grantprogram/index.html.

Renée Spencer, Judith V. Jordan, & Jenny Sazama. (2004). Growth-promoting relationships between youth and adults: A focus group study. Families in Society, 85(3), 354-362.

Conferences and Presentations

WCW staff present at a wide range of conferences, meetings, and events across the country. The listing below is a sampling of presentations given between May and November 2004. For more information on international presentations, turn to the Global Connections section of this issue, on page 32.

Open Circle Presents in NY and TX

- The Coalition for the Advancement of Jewish Education's conference, held in June, in Hempstead, NY, featured presenters Pamela Seigle, Jeffrey Kress, and Shoshana Simons from the Open Circle program. Seigle presented "Building Collaborative Learning Communities in Elementary Classrooms," while Kress and Simons presented "Opening the Circle of Connection: A Social-Emotional Approach to Promoting Jewish Values in Classroom Communities."
- Jim Vetter presented "Building Relationships/Teaching Social Skills: Two Keys to Character" at the Character Education Partnership 11th National Forum in Houston, TX, in October. Vetter also collaborated on a panel presentation, entitled "Keys to Sustainability: Keeping Character Education Programs Alive Over Time."

NIOST Featured at Meetings in TX, PA, IL, OR, AZ, and CA

The National Institute on Out-of-School Time (NIOST) has participated in a series of regional meetings with the America Connects Consortium (ACC), an organization that supports the work of community technology centers (CTCs) across the nation. Funded by the U.S. Department of Education, ACC provides technical assistance to centers funded through the federal CTC program. As a result of their participation, over the last few months, the following presentations have taken place:

- Laura Israel presented "It's About Time: A Look at Out-of-School Time for Urban Teens" in Irving, TX.
- Georgia Hall presented "Creating Successful School and Community Partnerships" in Philadelphia, PA.
- Ellen Gannett presented "Providing and Sustaining Out-of-School Time Programs for High-School-Age Youth" and "Creating Successful School and Community Partnerships" in Chicago, IL.

- Joyce Shortt presented "Creating Successful School and Community Partnerships" in Portland, OR, and Phoenix, AZ.

In addition

- David Alexander gave a presentation, entitled "Project-Based Learning Activities," at the Massachusetts School-Age Consortium/Massachusetts Association for Education of Young Children conference in Worcester. Alexander also presented "Project-Based Learning in Afterschool Time" at the California School-Age Consortium in San Francisco.

JBMTI Researchers Present in NY, MA, and France

- Linda Hartling contributed to a workshop on "Humiliation and Violent Conflict" at Columbia University, NY, in November. Hartling also took part in a collaborative presentation, "Humiliation, Appreciative Psychology, and Relational-Cultural Theory," and led a discussion, entitled "The Role of the Humiliator," at the Human Dignity and Humiliation Studies Annual Meeting in Paris, France.
- Amy Banks presented the workshop "A Relational Approach to the Neurobiology of PTSD and Dissociation: Can Medications Enhance Therapy Connection?" for the New England Society for the Treatment of Trauma and Dissociation in Malden, MA, in October.

Navy Family Study Presentations in FL, NH, LA, and TN

- Linda Williams and Benjamin Saunders presented "Navy Families Referred to the Family Advocacy Program" at the Executive Leadership Training on Domestic Violence for Fleet Concentration Officers, Executive Officers, and Command Master Chiefs at the U.S. Naval Station in Mayport, FL, this past May.

- In July, Vera Mouradian presented a paper, co-authored with Linda Williams and Benjamin Saunders entitled "Child Perceptions of Parenting as Mediators of Child Aggression Across Time Among Children Exposed to Intimate Partner Violence" at the Victimization of Children and Youth International Research Conference in Portsmouth, NH.
- In New Orleans, LA, Linda Williams presented the paper "Violence Against Women in Families Exposed to Terrorism and War Trauma" at the International Society for Traumatic Stress Studies 20th Annual Meeting in November. Williams chaired the symposium "Children and Women Exposed to War Trauma: Mental Health and Abuse Outcomes."
- Linda Williams and Veronica Herrera presented the paper "The Impact of Exposure to Family and Community Violence on Victimization and Delinquency: Findings from a Prospective Study" at the November 2004 American Society of Criminology Conference in Nashville, TN.

WCW Researchers Present in New England and Washington, D.C., Regions

- In September Wendy Wagner Robeson and Joanne Roberts presented "Learning from Cost and Quality Studies" and "Developing Cost and Quality Studies" at the Region One Conference, Building an Early Childhood System, in Newport, RI.
- Monica Ghosh Driggers presented "Testimony as a Tool for Developing Human Rights Approaches to Social Injustices" at the Boston Social Forum in July, held at the University of Massachusetts Boston campus.
- Nancy Mullin-Rindler participated in the Independent School Gender Project Conference held in Lakeville, CT, in June. She spoke about her work on teasing and bullying. Mullin-Rindler also presented "Bullying in Schools: Civics or Civil Rights?" at the New England School Development Council Conference in Hyannis, MA, in August.
- Nan Stein was the keynote speaker at the Building Effective Support for Teaching Students with Behavioral Challenges (BEST) Summer Institute in June in Killington, VT. The theme of this institute, which was designed for school personnel and parents, was Peace and Respect in Vermont Schools: Strategies to Prevent Bullying and Harassment. Stein presented "Gender Violence, Bullying, and Sexual Harassment" at the Virginia Department of Mental Health's Summer Institute for Addiction Studies in Williamsburg which took place in July. With Johanna Wald, Stein presented "Zero Tolerance: Discipline and Reality" at the Eleventh Annual Education Law Conference held in Portland, ME, in July. In September, Stein, with Lyn Mikel Brown, presented "Exploring Gender Issues in Domestic Violence" in Waterville, ME, at a conference sponsored by the Maine Coalition to End Domestic Violence. In July, Stein also presented at the Association of Gender Equity Leadership in Education conference with Susan Bailey.
- WCW Executive Director Susan McGee Bailey was a speaker at the National Council for Research on Women 2004 Annual Conference, Women's Voices Matter: Women Elect to Speak, in Washington, D.C. Bailey also presented, along with Nan Stein, at the Association for Gender Equity Leadership in Education 25th Annual Conference, Education Equity as a Civil Right: A Capital Idea, in Washington, D.C., in July. Bailey and Stein presented "Gendered Violence in Schools." In October, Bailey presented on the topic "Gender and Politics" at the American Council on Education's National Network for Women Leaders.
- Katherine Morrison presented "African-American Insights Concerning Intimate Partner Violence" at the Johns Hopkins School of Public Health in Baltimore, MD, this past summer and at the American Public Health Association conference in Washington, D.C., in November.
- Ruth Harriet Jacobs taught a course on Women's Issues in Aging at the Springfield College School of Human Services in St. Johnsbury, VT, this summer. Jacobs continues to present her play "Happy Birthday" throughout the region.

The WCW 2004 International Research and Action Conference: Innovations in Understanding Violence Against Women

130 participants from across the globe convened
in Wellesley from April 25 to 28, 2004.

Conference co-chairs Victoria
Banyard, Nada Aoudeh, and
Linda Williams, with Susan
McGee Bailey.





In April, the Wellesley Centers for Women was pleased to welcome colleagues working in 46 countries across the globe to the WCW 2004 International Research and Action Conference: Innovations in Understanding Violence Against Women. Chaired by Linda Williams, Victoria Banyard, and Nada Aoudeh, this truly international meeting was designed for researchers, activists, advocates, and practitioners from the academic, nongovernmental, community-based, and government domains.

To maximize the opportunity for all attendees to actively participate, the number of participants was kept relatively small, with only 130 spaces available. The conference featured a distinguished and diverse group of plenary-session speakers. However, most of the meeting revolved around 94 field-initiated paper and roundtable discussion sessions concerning violence against women.

By placing gender-based violence in global, cultural, and local community contexts, the conference participants took a groundbreaking stance not usually evidenced at conferences on violence against women in the U.S. Referring to the well-received plenary panel "Violence and the Intersection of Multiple Oppressions," Khatidja Chantler of the U.K. remarked, "The place of the panel in a plenary session is noteworthy as it represents a shift to the center from the frequently marginalized spaces that such discussions inhabit."

Notably, the conference participants placed the lived experiences of women and girls at the center of inquiry. The voices of women were heard at the conference through the mixed-methods employed by researchers in their work. Research efforts that advanced the use of gender-relevant methods were highlighted, and conference participants—

including researchers, advocates and practitioners—tied their findings to actions needed to prevent and ameliorate violence against women.

The conference design promoted dialogue and successfully fostered networking and the formation of collaborations across and within countries. As Indai Sajor stated in the closing plenary, "Working together and listening to one another, which we did in the past few days, we believe a better world is possible."

One of the many topics covered at the conference concerned the way in which living in war zones and conflict areas affects women. Participants working in many conflict areas across the globe, including Afghanistan, Palestine, Israel, Turkey, El Salvador, and East Timor, demonstrated that armed conflict and the war on terror not only reduce the mobility of women but also contribute to discrimination against them. Women's work and schooling—and the economic independence that can come from them—often suffer to a greater degree than do men's, and the negative consequences of war and of the war on terror can affect women who live outside the zones of actual armed conflict.

Nadera Shalhoub-Kevorkian's keynote presentation noted that, until recently, research did not focus on the way war affects women, or did so only when it served the purposes of those in power. The traumatic experience of war victimization and its pain, anguish, despair, sadness, and effects on individual women and girls formed the core of her presentation. Across the globe accounts of women's victimization and trauma are silenced, and women's coping, adaptation, and survival often are not discussed. Shalhoub-Kevorkian's work, like the work of many others at the conference, revealed the historical impact of political violence on violence against women and the political legacy of the silencing of women's victimization.

Another focus of the conference was the complex challenges inherent in conducting research on violence against women in different cultural contexts. Incidence and prevalence studies in Russia, Japan, East Timor, the U.S., and many countries in Africa and Latin America were discussed and compared. A number of sessions addressed the importance of women's narratives of violence in unraveling the intersection of race, gender, and class as well as understanding strategies for confronting the violence. Narratives were also used to understand women's experiences of violence over the life course. Research incorporating women's narratives can contextualize and validate women's experiences in ways that strictly quantitative research can not. The work of many participants from across the globe, including the Asian and Pacific Islander Institute on Domestic Violence and the Medical Research Council of South Africa, highlighted the narrative as an important way of researching the trafficking of women and girls, prostitution and sex work, female genital cutting, and so-called "honor killings," or femicide.

Other presenters examined the use of the international human-rights framework as a way of approaching efforts to prevent violence against women. Projects in U.S. communities and in Uganda that have applied this framework were described, as were efforts in other countries through the work of Amnesty International.

Conference participants stressed the need to connect violence against women locally to global conditions and struggles in order to put an end to violence against women around the world. At the close of the conference, a working group prepared

a statement that many attendees signed. This statement appears on the conference web site at www.wcwonline.org/conference/statement.html and identifies four urgent areas for research and action.

First, based on presentations highlighting the impact of war and occupation on women, it is clear that in times of increased global militarism, physical and sexual violence against women by the state, community, and family members intensifies.

Second, restrictions on freedom introduced as part of the war on terror have become a part of many women's lives at home and abroad. In particular, women identified as coming from Islamic communities endure racial profiling and increased surveillance of their families and communities.

Third, the tightening of borders of western nation states through immigration controls has also increased women's vulnerability. Abused women whose immigration status is uncertain do not have access to necessary support services, keeping them entrapped in abusive relationships.

The fourth critical area is the effect of globalization on women as it specifically pertains to forced trafficking and selling of women across borders. The growing demand for buying sex and cheap labor in rich countries has increased the vulnerability of socially marginalized women in poor countries to such abuses.

WCW is working to make the material from the conference easily accessible. Abstracts of conference papers are available on WCW's web site, and copies of PowerPoint presentations should soon be posted. Papers from the conference are currently being considered for publication as WCW Working Papers, which will make them available without the usual delay involved in journal publication.

As would be expected with a topic as complex as violence against women, the conference generated more questions than answers. It heightened awareness of the need for continuing dialogue and for an increasingly nuanced understanding of the issues. Conference organizers are planning to bring participants together for further seminars, discussion, and action in the coming months. ■

Panel Plenary: Women at the Crossroad: Violence and the Intersection of Multiple Oppressions

Sherene Razack: *Imperilled Muslim Women, Dangerous Muslim Men, and Civilized Europeans: Legal and Social Responses to Forced Marriages*

Khatidja Chantler: *Domestic Violence: Critical Perspectives on Persecutors, Rescuers, and Victims*

Naeemah Abrahams: *South African Responses to Gender-Based Violence: Engaging with the Issues of Race, Class, Culture, and Gender*



Photo by Richard Howard

Khatidja Chantler, Naeemah Abrahams,
Linda Williams, Sherene Razack, and
Nada Aoudeh

Keynote Plenary

Nadera Shalhoub-Kevorkian:
*Violence Against Women in War
Zones and Conflict Areas: The
Forgotten Crimes*



Photo by Richard Howard

Opening Plenary

Carolyn West: *Charting a New Course:
New Directions for Action and
Research on Gender-Based Violence*



Photo by Richard Howard

Closing Plenary

Indai Sajor: *The Women's Movement:
Confronting the Backlash, Consolidating
Our Gains, and Organizing for Change*



Photo by Marilyn Humphries

Home countries and research sites of conference participants included:

Afghanistan, Armenia, Australia, Bangladesh, Belize, Bolivia, Brazil, Canada, Columbia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Eritrea, Finland, Ghana, Guatemala, Honduras, India, Indonesia, Iraq, Israel, Italy, Jamaica, Japan, Lithuania, Mexico, Nicaragua, Nigeria, Pakistan, Palestine, Panama, Peru, Philippines, Republic of Moldova, Russia, Serbia and Montenegro, South Africa, Tanzania, Thailand, Tunisia, Turkey, Uganda, Ukraine, United Kingdom, and United States.

For a complete listing of presenters, biographical sketches, and abstracts visit the conference web site at
www.wcwonline.org/conference/index.html.



Taking Stock:

Evaluation Research Paves the Way for Better Programming

Research projects at the Wellesley Centers for Women can take a variety of forms. The mix of approaches ranges from the most “traditional” in which researchers develop an hypothesis, design a study to test it, draw a sample to use in gathering information, and go into the field to collect data, to secondary analyses of existing data sets, and to reviews of published research, such as WCW’s 1992 report for the AAUW, *How Schools Shortchange Girls*.

Although often less visible within the mix, evaluation research plays an important role. Evaluations of program effectiveness are critical in helping us understand the kinds of interventions that can make positive differences in the lives of women and children. These evaluations are most reliable if they are conducted by scholars who have not been involved in developing or implementing the original program but who have a good understanding of the complex nature of the problems the interventions are designed to address. Here at WCW we evaluate programs developed outside the Centers, and we encourage evaluations by other groups of our own programmatic work.

One example of an outside evaluation of WCW work is the recently completed study of the effectiveness of Lisa Sjostrom’s and Nan Stein’s 1996 curriculum, *Bullyproof*. The evaluation was funded by the Centers for Disease Control and Prevention with a three-year grant of \$630,000 to a consortium composed of the Austin, TX, public schools; SafePlace, a large domestic-violence and sexual-assault agency in Austin; and the University of Texas School of Social Work. The results clearly showed that students benefited from classroom lessons on bullying and harassment, and they

underscored the importance of the gender socialization component in dating-violence prevention programming. Students in the intervention schools showed greater accuracy over time in identifying behaviors that constituted sexual harassment, as compared to students in the control group of schools. The study concluded that the *Bullyproof* curriculum lessons were successful in increasing student and staff knowledge about sexual harassment. These findings will help guide educators to materials that effectively address the bullying and harassment so widespread in our nation’s schools.

Our evaluations of projects from outside the Centers are smaller in scale than some of our other research and action efforts, but they are particularly important in answering both outcome and process questions. Program developers need to know as much as possible, as soon as possible, about whether their efforts are on track, and what, if any, adjustments they may need to make for their programs to be most effective. Gathering such information is referred to as process evaluation. Program developers and implementers also need to have outcome data. Do the programs really produce the desired results? Are they worth the investment in time and money required to implement them? WCW researchers are currently engaged in evaluating a number of innovative programs in a variety of fields. Five of them targeting girls and young women are described in the paragraphs that follow.

Evaluating Nontraditional Career Programs

Access to nontraditional careers has been an important part of increasing opportunities for girls for more than a quarter of a century. There is still much to be done to remove the persistent barriers to the full participation of girls and women in areas requiring mathematical and technical skills. WCW researchers are currently evaluating three programs specifically designed to encourage girls in science, technology, engineering, and mathematics.

4 Schools for Women in Engineering

The National Science Foundation (NSF) has funded the 4 Schools for Women in Engineering project, a consortium of four Massachusetts engineering colleges committed to achieving gender equity in science, technology, engineering, and mathematics (STEM). The consortium includes Northeastern, Tufts, Boston University, and the Worcester Polytechnic Institute. By joining forces, the partners hope to develop a model to demonstrate how engineering concepts can become part of the middle-school curriculum in ways that encourage girls to continue along the engineering pathway. Each institution is in

the process of implementing a unit in eighth grade classrooms in their local public schools. It is an opportune moment for this intervention since Massachusetts is the first state in the nation to introduce engineering as part of the mandated preK–12 education frameworks.

The evaluation, headed by Sumru Erkut and Fern Marx, is designed to assess changes in attitudes towards STEM among participating students, to examine changes in Massachusetts Comprehensive Assessment System (MCAS) scores, and to track the number of math, science, and technology courses taken by students, particularly girls. WCW researchers gathered baseline data on program participants and then collected follow-up information at the end of the school year. Data analyses are currently underway.

Hear Our Voices

Erkut and Marx are also evaluating a second NSF project, Hear Our Voices (HOV), designed to develop and nurture girls' skills and interest in technology. The program is administered through the Boston Museum of Science computer clubhouse, which funded 10 computer clubhouse sites across the country in year one; an additional 10 sites will be funded in year three, and first-year sites will receive continuation funding. The key element of the HOV program is that some portion of time be set aside at each clubhouse site for girls-only programming. Each site has staff specially trained by HOV to work with girls and young women. The evaluation is designed to measure change in participants' attitudes toward computers and possible careers in computing. Baseline information on participating girls has been gathered at all 10 sites, and interim surveys are in the process of being administered. In addition to participant surveys, Erkut and Marx are monitoring

program implementation among the 10 programs through quarterly reports and, in two instances, through program observation.

This evaluation effort will provide outcome data that can help to determine whether HOV should be slated for widespread dissemination and replication across the country. In addition, it will provide process information that can help fine tune the programs as they are being implemented.

Rosie's Girls

Rosie's Girls was developed in 2000 through a partnership between the Strong Foundations, Inc., and Northern New England Tradeswomen, Inc. This unique project consists of a three-week summer program for young adolescent girls. Designed to build self-esteem, perseverance, and leadership through hands-on instruction in the basic skills of such trades as construction, plumbing, welding, and auto repair, the goal is to increase awareness of career possibilities in nontraditional fields and to expand girls' math and science skills through concrete applications. Fern Marx's evaluation will measure changes in both knowledge and attitude among participants in the summer program.

Evaluating Self-Defense and Self-Esteem Programs

WCW is engaged in evaluating two approaches to increasing girls' sense of their ability to take care of themselves.

Project BOLD

Marx designed and carried out a three-and-a-half-year evaluation of Project BOLD, a self-defense and violence-prevention program developed by Girls, Inc. The program has three components, each targeted to a different age span: Kid-Ability Jr. for 6- to 8-year-olds; Action for Safety for 9- to 11-year-olds; and



Living Safe and Strong for 12- to 14-year-olds. The program was evaluated at a variety of New York City sites, including two settlement houses and several schools.

Fighting, teasing, and bullying were the most frequently mentioned problems among girls across all three age groups. After participating in the program, 60% of the girls in the two younger groups said they felt safer and better able to protect themselves both physically and mentally. Almost three-quarters of the girls felt that the program had provided them with a safe setting for discussing topics that they couldn't talk about in other places.

The program was particularly effective in helping the oldest group of girls understand the causes of violence against women and increasing their awareness of this problem in their community. Living Safe and Strong appears to have positively affected the overall self-esteem of participants and to have particularly increased their sense of having strong bodies. These evaluation data support the continuation and wider implementation of Project BOLD.

Girls' Life Empowerment Awareness Program

2004 marks the fourth year of Marx's evaluation of Girls' Life Empowerment Awareness Program (LEAP). LEAP, which serves girls ages 8 to 14, provides them with opportunities to reflect on the nature of violence against women and girls in their communities and to learn techniques of self-protection and self-defense. One unique aspect of the program is its use of "teaching women"—Wellesley College undergraduates and other women in the community who have been trained both in martial arts and in working with young adolescents. The evaluation has shown that, overall, the program has a positive effect on participants' self-esteem. A five-item self-esteem scale was administered at the beginning and at the end of the six- to nine-week-session program, and a significant difference was found. Participants were more aware, and prouder, of their physical strength.

Is Evaluation Worth the Effort?

People often assume that carefully developed programs based on research findings and designed in collaboration with the women and girls they are intended to serve, will, of course, be effective. Observers see young women and girls enjoying an activity or program and see this as evidence of effectiveness. The reality is often more complex. Good intentions are not enough, and research data can be incomplete or misinterpreted. Program implementers can make mistakes in the delivery of the activities. Only a carefully designed and executed evaluation can truly answer the critical question—is the program achieving the desired results for the majority of the participants and is it doing so efficiently? Such information can play a major role in future programmatic directions and crucial decisions on funding priorities.

Evaluation efforts are often called for and almost as often, are under funded. Designing an evaluation is not a simple "add-on" to a program, but as complex a process as any other research undertaking. Evaluation research provides critical information that can make a difference over the long run between money spent on less effective, albeit initially interesting, approaches and the replication and dissemination of programs that can truly influence the future of the participants. ■

For readers interested in further information on additional WCW evaluation projects, visit our web site **www.wcwonline.org** and follow the links under Research, Education & Action to the subject heading Evaluations.



Work, Life, and Social Class:

A Life-span Perspective

The aging of the baby-boom generation is producing profound changes in many sectors of society, the labor force being no exception. According to federal census data, there are currently about 22 million adults aged 55+ in the workplace, and that number represents only the oldest baby boomers.

By the year 2015, when the youngest boomers will have entered their 50s, that number will jump to 31.9 million, and these “older workers” will account for 20% of the labor force. According to Anne Noonan, research scientist at the Center for Research on Women, although the “graying” of the U.S. workforce may be common knowledge, social scientists know very little about how this demographic shift is impacting individual work lives—or, simply put, what it’s like to be an older worker.

As Noonan sees it, there are a few reasons why our knowledge about older workers has yet to catch up with demographic realities. “First,” she says, “most research on older workers has focused on their retirement decision making or their attitudes about retirement. There’s no doubt that retirement is a major concern for many older workers, but how can we fully understand what work means to people after age 55 if we ask them only about their plans to leave work? As a developmental psychologist, I know that we limit ourselves if we see older workers only as pre-retirees, just as we would if we viewed the children we study merely as pre-adults.”

Another limitation is the outdated assumptions that exist about what it means to be an older worker. “A few decades ago, people’s career trajectories and work lives were pretty linear and predictable,” says Noonan. “They launched careers or lines of work in early adulthood, they kept them going in middle adulthood, and they retired from them in later adulthood. Now we know that adults can go through these steps several times over the course of their work lives,

but we don’t yet have the research base to understand what that means.” Similarly, it’s common to think of the typical older worker as someone who is slowing down as retirement approaches, who is motivated to mentor younger colleagues, or who is less interested in issues such as salary and advancement. But, Noonan asks, “What about older adults who work in industries where younger people may hold the knowledge, such as information technology? What about women who stayed home to raise children and are now facing pension insecurity? What about those experiencing financial strain or job instability?”

With these questions in mind, Noonan secured funding from the National Institute on Aging, one of the National Institutes of Health, to conduct an exploratory study of older-adult work lives. Especially interested in studying those in less stable later-life employment situations, she collaborated with an urban employment-services agency to recruit 45 women and men aged 55+ for in-depth, in-person interviews. Many of the research participants had experienced recent unemployment, and most had held several different careers or had been employed in several lines of work during their work lives. Their average age was 62. “What was immediately apparent from listening to these participants,” says Noonan, “is how actively engaged they were in constructing their work lives and their identities as workers.” For example, some participants were actively building part-time work situations to accommodate health concerns, family demands, or

desire for volunteer work. Others were seeking specific types of work environments and conditions that they deemed a better fit with later-life development. Still others were attempting to “get back on track” professionally after various kinds of disruptions, were trying to find work that would pay them to pursue their passions, or were just beginning work lives that they considered meaningful.

In addition to the breadth of these older workers’ experiences, there was also a great deal of depth. “We have always known that work serves several purposes in people’s lives,” says Noonan. “It can provide financial stability, a way to structure time, a sense of identity, access to social interaction, and the opportunity to accomplish something. But this study provides a more nuanced look at some of these categories, especially identity and social interaction.” For example, it’s clear from the data that paid employment in later life can do more than maintain a work identity that was formed earlier in life. Work can provide opportunities to confirm one’s identity after breaks in relationships, to return to one’s true identity, or to significantly redefine oneself. Further, several older workers in the study talked about the fundamental importance of relationships and connection in the workplace, and they described the enormous impact of “relational disruptions” at work on their identity, their self-worth, and their place in the world of work.

“These findings would not surprise anyone familiar with the relational-cultural theory and the work of scholars at the Stone Center,” says Noonan, “who have long talked about the critical importance of

relationships in women’s lives.” But this study highlights the influence of work relationships, positive and negative, for men as well as for women. Also in line with relational-cultural theory is the finding that although receiving emotional support from co-workers is a valued part of work, this is just one of the positive aspects of work relationships. “The participants also spoke movingly about being recognized for their work, feeling a sense of belonging and camaraderie, coming to value workplace connection in contrast to personal histories of disconnection, and being influenced by and influencing the lives of others. Much adult-development research looks only at emotional support when it studies relationships,” says Noonan, “and these data show convincingly that we need to look at multiple aspects of social relations.”

Men and women in this study were more alike than different in their beliefs about the importance of work relationships. However, Noonan did find that these beliefs differed according to other aspects of participants’ “social location.” For example, workers with lower educational levels, those who were members of minority groups, and those who reported lower socioeconomic status tended to hold varying beliefs about the value of being attuned to others at work, much of which was attributable to experience with discrimination or other negative encounters. “This finding confirms that different subgroups of workers have different work experiences,” says Noonan, “but what’s more interesting is how profound these differences were, in particular for those who perceived social-class differences between themselves and their co-workers.” In fact, a few of the respondents told their entire work-life histories using a social-class framework, and they placed special emphasis on how these differences had affected their entry into the world of work. “Remember,” says Noonan, “these people had begun paid employment some 40 or 50 years ago. The enduring nature of the impact of these differences was striking to me, as was the influence these differences had on the participants’ very first relationships with co-workers and supervisors.”

Work can provide opportunities to confirm one’s identity after breaks in relationships, to return to one’s true identity, or to significantly redefine oneself.

Noonan was further surprised to see how little psychological research had been conducted on the association between social class and work entry, especially with regard to how social class might influence relationships in the workplace. So Noonan sought and was awarded funding from the Robert S. and Grace W. Stone Primary Prevention Initiatives to conduct another in-depth interview study, this time with urban high school students involved in paid employment. Known by the acronym POWER (Perceptions of Work Environments and Relationships), the study's main purpose is to examine if and how these students' perceptions of social-class differences impact their relationships with their supervisors or other adult co-workers. "We know that people from different socioeconomic backgrounds have different work experiences," explains Noonan, "and we know something about how racial and gender differences can impact young people's relationships with mentors. But this is the first study that takes an in-depth, integrated look at social class, work entry, and relationships with important adults."

Noonan has just begun analyzing the data she collected over the past year, but some interesting patterns are already beginning to emerge. Although the students report a fair amount of distance between their families' economic circumstances and what they perceive their supervisors' and adult co-workers' circumstances to be, they do not—when asked directly—report that these differences have much to do with their relationships with these adults. "They are much more likely," says Noonan, "to point to differences in age or personality." However, later in the interview, when students respond to in-depth questions about their relationships with adult co-workers, the markers of

Men and women in this study were more alike than different in their beliefs about the importance of work relationships.

social class—education, available income, occupational prestige—do emerge. "It's not uncommon for a student to tell me something like 'where you come from won't hold you back' or 'it's what's inside that counts.' But even when they embrace these individualistic explanations for success, many of them do have an awareness that social class is operating in the background—and sometimes the foreground—of work experiences and work relationships."

Noonan admits that studying workers at opposite ends of the work-life span makes for a somewhat atypical research program, but maintains that doing so raises questions that would not emerge with a more narrow focus on age groups. She is fascinated by how differently the younger and older workers describe the impact of perceived class differences on their work experiences and work relationships. "So is class identity a developmental phenomenon, something that evolves over time? Is it easier for people to talk retrospectively about how differences impact them than it is to talk about differences in the here and now? Do years of experience give people a greater awareness of how social forces affect them individually? The best way to answer these questions is to follow people over time, at several points in their work lives." Noonan strongly believes that in-depth, qualitative interviewing is a powerful way to test long-held assumptions about people and their work. "It's not a radical notion that a good way to understand people's lives is to ask them about their lives," she says. "But it's clear that we're not doing it enough, especially when it comes to work." ■

Q&A



The Child Care Study Team

Front row (l-r)—Carrie Martin, Pam Baker-Webber holding son, Brandon, Sue Wang, Susan Wellington

Middle row (l-r)—Julie Dennehy, Joanne Roberts, Ellen Boyle, Barkley Shafer

Back row (l-r)—Nancy Marshall, Pat DiBlasi, Wendy Wagner Robeson

Interview with Wendy Wagner Robeson

You have been conducting research in child development and child care at the Wellesley Centers for Women for over 15 years. What initially inspired you to pursue this career? And what continues to inspire you?

Growing up, I always wanted to be a teacher. I started my undergraduate studies intending to study elementary education. However, I soon decided I should be prepared to teach all grades, as well as English and math. To do this meant taking extra classes, many of which met during the summer. One summer I took a linguistics class and fell in love with psycholinguistics and language development. I went on to receive my master's degree in early childhood education and was able to study even more about linguistics. While pursuing my doctoral degree in language development at Harvard Graduate School of Education, I became interested in social policy and my interest in child care blossomed. At WCW I am able to combine my interest in child development and child care, and have been motivated by the desire to make a positive difference in the lives of children.

Can you tell us a little bit about the studies that you are working on now?

The National Institute of Child Health and Human Development Study of Early Child Care and Youth Development is a longitudinal study designed to determine the relationship between children's early experiences and their developmental outcomes. More than 1,300 families and their newborn children in 10 states throughout the U.S. were recruited for this study. We separated the study into three phases: Stage I, from birth to 36 months; Stage II, from 36 months to second grade; and Stage III, from second to seventh grade. At each of these three phases, our staff has followed these children and their families through visits to their homes, child-care settings, and schools, and through family visits to our laboratory and phone calls several times each year. We have been studying the children's cognitive development, language development, social development, health, academic achievement, and family functioning from infancy to school age. Nancy Marshall and I are two of the directors of this study.

A second study, Family Income, Infant Child Care, and Child Development, funded by the Child Care Bureau and the Harold Benenson Memorial Research Fund, is a longitudinal study designed to examine the links between family income, maternal employment, work and family strains and gains, the quality and cost of child care, and infant development at 1, 2, and 3 years of age. The database contains extensive information about the children's language and social development and about the family, including employment, family income, work and family strains and gains, and parenting issues.

Finally, the Massachusetts Cost and Quality Studies, co-funded by the Administration for Children and Families and the Massachusetts Department of Education, examined the cost and quality of early care and education in 100 community-based preschools, 100 publicly funded preschools, 200 family-child-care homes, and 200 community-based centers serving infants and toddlers in Massachusetts. This study is directed by Nancy Marshall, and I serve as a co-principal investigator.

What are some of your most interesting observations, based on your long experience with these issues?

One of the most important is that the family is the most powerful influence on child development. Family has more influence on the development of a child than child care, peers, friends, or school. This places a huge responsibility on the family to raise children to be the best they can be. Another valuable lesson is that reading to children—from the time they are newborns and continuing through the school years—will and does make a difference. Children who are read to when young learn the value of reading and can do well when they enter school. It is also important to note that high-quality child care can make a difference; children in high-quality care do better with respect to language and social development, as well as school readiness skills.

Then do you think all children are better off in a child-care program than at home?

The issue is more complex than that. In today's world, the majority of mothers and fathers work, and the majority of children are in some form of child care. Whatever choice a family makes regarding child care, that decision needs to be respected by others. Families should not need to defend their choices.

Do you think our national policies on child-care are adequate?

Given that child care is part of our national landscape, I am continually amazed that our country has no national child-care policy. With a national policy that included national standards, we might be better prepared to provide high-quality child care to all children. In turn, children would be better prepared when they entered formal schooling.

How is your research connected to WCW's mission?

I feel that WCW is unique when it comes to the kind of research I do because of its mission. I am trying to shape a better world for children and their families, and that is something that WCW has been working on for some 30 years. Moreover, the work is through a feminist lens, which shapes the kinds of research questions I ask.

Has your research influenced the choices you've made as a parent?

Absolutely. Although research cannot give a parent "yes" or "no" answers, it has guided choices my husband and I have made with respect to choosing child care when my children were younger, reading and playing with them, and helping them with their schoolwork. We both understand the important role the family plays in children's development and the role models we present to our children.

What future research plans do you have? Are you hoping to replicate the Cost and Quality Studies in different states across the U.S.?

I am very excited about the grant I've just received to study the relationship between early child care and school readiness. I am also continuing my involvement with the NICHD Study of Early Child Care and the Family Income, Infant Child Care, and Child Development Study, and think that replicating the Cost and Quality studies in other states would be beneficial. We've done so in Maine and we learned a great deal from our studies there and in Massachusetts, and could learn from other states, as well. I would like to study the school-readiness skills of children from all forms of child care and the role of professional development of child-care providers with respect to children's developmental outcomes and school-readiness skills. ■



GlobalConnections



Representatives from the Uri Women's Leadership Center

New Connections: Women's Leadership Center, Korea

Representatives from the Uri Women's Leadership Center in Seoul, Korea, visited the Wellesley Centers for Women this past July. The Women's Leadership Center was established in May 2004, under the auspices of the South Korean National Council for Women, with the objective of establishing programs to educate and train women to be leaders. The Center also establishes exchange and cooperation programs with local and international women's groups, which was the focus of their visit to WCW.

WCW Researchers in Taiwan and Hong Kong

Nan Stein and Peggy McIntosh have been invited to participate in the First International Conference on Gender Equity Education in the Asia-Pacific Region, which will be hosted by the Population and Gender Studies Center at National Taiwan University in late November. The conference will provide a forum for education policy makers, researchers, and teachers from the region to exchange ideas. Stein will be presenting "Gender Safety and Gender Violence in U.S. Schools," which is a summary of data on sexual harassment in U.S. schools, and contains information on teen dating violence and on sexual assault in schools.

McIntosh will present "The SEED (Seeking Educational Equity and Diversity) Project on Inclusive Curriculum: Making Curriculum More Gender-Fair, Multicultural, and International." International schools in many Asian countries have held year-long faculty-development SEED seminars. Though the model was devised in the U.S., it can be adapted to any culture and any language. McIntosh will describe the effects that leading or participating in school-based, monthly, voluntary SEED seminars had on teachers in Hong Kong, Jakarta, Taipei, Tokyo, Chiang Mai, Kuala Lumpur, Manila, and Singapore.

In addition to participating in the conference, Stein and McIntosh will be visiting scholars at Hong Kong International School on November 30 and December 1, 2004. They will visit the Hong Kong SEED seminar, which is now in its 17th year, and consult to faculty, staff, and parents on various aspects of gender, values, and school culture.

WCW Researcher Presents Her Work in Australia

Linda Williams traveled to Brisbane, Australia, in September to present a paper, co-authored with Veronica Herrera, at the International Society for the Prevention of Child Abuse and Neglect (ISPCAN) 15th International Congress. The paper, "Social Contexts in Understanding the Impact of Child Sexual Abuse on Males: A 20-Year Follow-up Study," examines differences in adult adjustment between abused and nonabused males. Relying on data from a 20-year follow-up study of boys treated for child sexual abuse at a city hospital in the U.S. in the 1970s, the paper examines the impact of child sexual abuse on men over the life course, focusing on the social-contextual factors that influence the already demonstrated connection between child sexual abuse and delinquency, adult criminality, and mental health symptoms. The social-contextual variables included professional help-seeking, family environment and care-giving, incarceration, and exposure to and timing of other traumatic events. Williams also co-authored "Dyadic Adjustment and Sexual Satisfaction among Parents Reported to Authorities for Violence" with Benjamin Saunders of the Medical University of South Carolina, who presented it at the conference.

Icelandic Scholar Presents at WCW

Gudny Gudbjörnsdóttir, professor of education on the faculty of social sciences at the University of Iceland, was the speaker at the November 18th meeting of the Lunchtime Seminar Series. Gudbjörnsdóttir, who has a Ph.D. in psychology from the University of Leeds in England and an undergraduate degree from Vassar College, presented "What Now? Theoretical and Practical Issues in Gender Education Research." In addition to her research, writing, and political and practical work in Icelandic schools on gender-equitable education, Professor Gudbjörnsdóttir helped to found the Women's Alliance—the all-woman Icelandic political party—in 1982. She served in the Icelandic Parliament from 1991 to 1995 as an alternate for the Women's Alliance for the Reykjavik district. In 2000, she was a founding member of another new political party, Samfylkingn, a merger of the Women's Alliance, the Social Democrats, and the Social Alliance.

New Advisory Board for Human Dignity and Humiliation Studies

Jean Baker Miller, director of the Jean Baker Miller Training Institute (JBMTI), and Linda Hartling, associate director of JBMTI, were appointed to the advisory board for Human Dignity and Humiliation Studies. This board is a global network of scholars, researchers, and practitioners collaboratively studying the impact of disrespect and humiliation on individual, social, and international relationships. To read more about the advisory board, visit www.humiliationstudies.org. At the association's 2004 annual meeting in Paris, Hartling presented, and led a discussion on, "The Role of the Humiliator."



Commentary

Battered Women: What Goes Into the Stay-leave Decision?

by Vera E. Mouradian



The question most frequently asked of advocates and professionals who work with battered women is: "Why do women stay with men who abuse them?" The short answer is that they don't: most women who are abused by an intimate partner do not stay with their abusers permanently. Most leave eventually, although the process of leaving may take months or years, with many starts and stops. Unfortunately, the end of the relationship does not necessarily mean the end of the abuse. For these reasons, a more fruitful question to ask is: "What goes into the decision to stay or leave?"

Women who delay ending an abusive relationship are faced with many of the same complex emotional issues and social obstacles that face any of us when we contemplate leaving a partner. We are attracted to partners for reasons beyond the physical, for the good aspects of the person and the happy or comforting moments spent with them. When things are not going well in the relationship, these positive qualities and experiences provide incentives for working out problems. Reinforcing the effects of these incentives is the fact that we are socialized to expect to maintain a serious, committed relationship through good times and bad.

Many women who are considering ending a relationship, whether abusive or not, worry about negative reaction from, or even rejection

by, family and friends, and the potential loss of a shared social network. Some women may be troubled about going against messages from religious leaders that marriages must be kept together at all cost. Mothers are concerned about how the breakup will affect the children, how child-custody decisions will be made, and how much access there will be to the children. Doubts about the ability to manage financially loom large, especially for women with limited education and work experience. Mothers may struggle with their own belief—and the belief of others—that a two-parent household is always best for children.

One of the complicating factors for victims of intimate partner violence (IPV) is that often, in the beginning, the relationship does not include any physical abuse. It may not be until well into the relationship, after some form of commitment has been made, that abuse starts. It is more difficult to break off a relationship once milestones such as engagement, marriage, household establishment, or first pregnancy have passed. Even when abuse begins much earlier, it often starts with "minor" acts that do not cause injury and can be easy to dismiss, particularly if the victim comes from a subculture in which poking, pinching, shaking, and slapping are viewed as excusable under certain conditions. This "minor" violence coupled with its start after a violence-free courtship period, can make it difficult to render the judgment that one's partner may be dangerous.

Many men who batter are at first charming and romantic, and these positive interpersonal behaviors, which attracted his victim to him initially, may reappear between abusive episodes, particularly in the early months and years of the relationship. In most cases the coexistence of the batterers' positive traits with his abusive behavior keeps his partner hoping the abusive side can be eliminated. Many batterers can appear to be

remorseful and are full of promises that the abuse will not happen again.

Batterers are often quite charming to those outside of the home, confining their abuse to the private sphere. When this is the case, people often are loath to believe that the charming man they think they know could be capable of the things he does to his partner. Not only may they not be willing to help the victim, but they also may inadvertently contribute to her abuse, or to the dangerousness of her situation by the way they respond to her complaints or requests for help.

Victims often go through a period of blaming themselves for their partners' violence. In reality, we are each responsible for our own behavior. In their efforts to avoid responsibility for their actions, batterers can be quite adept at deflecting blame onto the victim, telling her and others how things she did or failed to do "made" him do it. Unfortunately, there are some traditional cultural ideas that support his reasoning and that are still embraced by some members of our society. That such notions exist in the culture at large, makes it easier for the victim to internalize blame and harder to fight the deflection of responsibility, especially when other people echo the batterer's excuse-making. Besides being illogical and profoundly unfair, victim blaming traps the victim in a cycle in which she keeps trying (and failing) to avoid abuse by satisfying, and even anticipating, the abuser's every whim and mood. She fails, of course, because only he is responsible for his behavior.

Shame makes many victims reluctant to seek help. They may fear being blamed and judged negatively. They also may be concerned that they will be pressured to make decisions that they are not ready to make or that may not result in a circumstance any safer than the one they already face.

Commentary features perspectives of individual staff members at the Wellesley Centers for Women.

Physical safety is a grave concern for many women considering ending an abusive relationship. Claims by the abuser that he will find his partner no matter where she tries to hide, intimidate many victims. Given the efforts that some abusive men expend on surveillance of their wives or girlfriends while the relationship is intact, it is not irrational for battered women to be fearful that their partners can keep this type of promise. Concerns over physical safety are supported by threats that if she ever tries to leave him he will beat her harder than ever before, kill her, or harm or kill the children, family members or friends, anyone who tries to help her, and/or himself. He also may threaten to kidnap the children or deny her access to them through a custody fight, or he may threaten to harm or kill companion animals. Many batterers issue one or more of these threats in an effort to coerce the victim not to leave or to come back. Given the behavior of the batterer during the relationship, there is no reason for a battered woman to doubt that he at least will try to make good on these promises. Unfortunately, as crime and hospital statistics attest, and as can be observed in news headlines, some abusive men succeed.

Some batterers limit their victim's access to the telephone and computer and use modern technology to monitor all internet activity and telephone calls to or from the home. They also may prevent their partners from working or interfere with their employment so that the women lose their jobs. Batterers may limit their partner's access to money and/or prevent them from having or driving an automobile. They often actively try to interfere with the maintenance of relationships with family and friends and with the formation of new friendships. To the degree that the abuser is successful, these strategies of social isolation and financial control weaken or remove the social supports on which an IPV victim can rely, making it more difficult to obtain help or plan an escape. For women with limited financial resources and no social supports, leaving a batterer may mean homelessness for some period of time. Homelessness brings with it the potential for other dangers, including, ironically, an increased risk of assault by acquaintances or strangers.

The response of many police departments, courts, medical-emergency personnel, and

various other sources of intervention for IPV have improved over the past two decades and can be effective and helpful. However, many battered women still face prejudice and neglect when they seek legal, social, physical, psychological, and economic aid. When victims' concerns are dismissed and they are treated with disrespect and contempt, they may be discouraged, at least temporarily, from seeking help elsewhere which may delay efforts to leave their abusers. When part of the social system that should protect victims fails them, they can come to believe they are alone in their plight and that the task in front of them is too great to accomplish alone (especially when it may involve attaining safety from a determined and dangerous person). Battered-women's shelters can be a temporary safe haven, but, due to limited resources, the closest shelter may be full when needed. Staff does work to place women elsewhere when this is the case, but "elsewhere" can be farther away from work, children's schools, and supportive family and friends than a victim feels she should go. Some women, for whom communal living arrangements are foreign, may find a shelter stay intimidating.

This fairly comprehensive, though not exhaustive, overview of the concerns and difficulties victims of IPV face when trying to find solutions to their plight is meant to convey how complex this social problem is. It is important to understand that victims of IPV have many of the same concerns as other people who are considering leaving a relationship. It is also important to realize that the choices battered women make are part of a gradual and rational response to complicated, emotionally charged, and dangerous circumstances.

Instead of asking why battered women stay with their abusers, more important and relevant questions for us all to address include: under

what circumstances can IPV victims leave safely? What can be done to make the process of leaving safer and more supportive? Given that many victims want the abuse to end, but not the relationship, what alternatives are there for stopping the abuse? What can be done to help the batterer change his ways and to protect his victims and others from him in the meantime? ■

Vera E. Mouradian, Ph.D., is a research scientist at the Wellesley Centers for Women working on family violence. To learn more about her work, visit www.wcwonline.org/keypeople/mouradian.html.

Resources

The following resources are for those who wish to obtain assistance for themselves or someone close to them or who want to become involved in the effort to eliminate IPV.

National Domestic Violence Hotline: 1-800-799-SAFE (crisis hotline, local referrals, and information). Their web site is www.ndvh.org.

Rape, Abuse, & Incest National Network (RAINN): 1-800-656-HOPE (crisis hotline, local referrals, and information). Their web site is www.rainn.org.

The National Coalition Against Domestic Violence (NCADV) offers a list of state coalitions against domestic violence at www.ncadv.org/resources/state.htm.

The telephone numbers of local shelters and crisis hotlines often can be found in the white pages of your local telephone book, along with other important service numbers.

For more information on this subject, see Vera Mouradian's working paper *Women's Stay-Leave Decisions in Relationships Involving Intimate Partner Violence*. Information on ordering this publication can be found on page 38 of this issue.



Spotlight on New Research

Open Circle: Teacher Retention Initiative

*Project Director: Pamela Seigle
Funded by the DuBarry Foundation*

An alarming number of teachers leave the profession during their first five years, especially in schools serving low-income students. The Open Circle DuBarry Teacher Retention Initiative focuses on fostering positive relationships among students, between students and teachers, and among teachers, and it supports teachers' sense of identity and vocation. The Open Circle Program will research the needs of first- through fifth-year teachers in the areas of social and emotional learning and vocational reflection. It will also develop and evaluate components to support new teachers in three areas: building positive classroom environments; creating a supportive culture among new and experienced staff; and fostering self-reflection, and commitment to the vocation of teaching. Findings will be shared with related programs and the broader education community.

Massachusetts Early Care and Education and School Readiness Study

*Project Directors: Wendy Wagner Robeson and Joanne Roberts
Funded by the Department of Health and Human Services, Administration for Children and Families*

Young children are spending increasingly greater hours in early care and education. While research has clearly documented the importance of the quality of these experiences (National Research Council, 2000), more research is needed in several key areas. ACF funding will support a study of the relation between the *characteristics of early care and education* (in both infant and preschool classrooms) and children's school readiness, and the impact of *hours of center-based care* on the school readiness skills of children. The research will employ a developmental-ecological framework, which considers the influence of ecological contexts on children's developmental trajectories.

The Massachusetts PreK ECE Capacity Study

*Project Directors: Nancy Marshall and Wendy Wagner Robeson
Funded by the Pew Charitable Trusts through the National Institute for Early Education Research at Rutgers University and by Strategies for Children*

The Massachusetts PreK Early Care and Education (ECE) Capacity Study will describe the current preK ECE workforce in Massachusetts, including its educational qualifications, wages, benefits, tenure, and workplace settings. It will also examine how characteristics of the preK ECE workforce are distributed across the state, and it will assess the demand for qualified preK ECE teachers in Massachusetts, given recent directions in state and federal policy. In addition, the study will evaluate the capacity of the state's higher-education system to meet the increased demand for qualified preK ECE teachers.

The Influence of Early Care and Education on Children's Outcomes and Family Functioning: An Ecological Model

*Project Director: Joanne Roberts
Funded by the American Educational Research Association*

This study will employ a secondary analysis of the National Center for Education Statistics' Early Childhood Longitudinal Study birth cohort database, specifically the 9-month and 24-month data sets. An ecological model will be used to determine the impact of early care and education on the developmental outcomes of children. The study will also examine the moderating effects that key aspects of the home environment have on this relationship.

Child-Care Voucher Project

*Project Directors: Nancy Marshall and Joanne Roberts
Funded by the Bessie Tartt Wilson Children's Foundation*

Marshall and Roberts are consulting on an evaluation of the current voucher system, with specific focus on welfare vouchers and the challenges in implementing this system. The study will document the flow of children entering the child-care system in Massachusetts through these vouchers and will document the intended and unintended impacts of the system on them and their families.

Postdoctoral Behavioral Research Training on At-Risk Youth

*Project Director: Sumru Erkut
Funded by the National Institutes of Health and National Institute of Child Health and Human Development*

This postdoctoral training program will prepare behavioral scientists for research careers in the study of healthy development of children and adolescents. The goal of the program is to provide systematic research training to women and men with doctoral degrees in behavioral sciences in order to prepare them for research careers that will significantly influence the research agenda in their fields.

An Exploratory Study of Lesbian and Gay Marriage

*Project Director: Sumru Erkut
Funded by the Wellesley Centers for Women and by private gifts*

This study will explore how lesbian and gay couples in Massachusetts have experienced the legalization of same-sex marriage and to describe the diversity of their experiences along the lines of gender, race/ethnicity, social class, age, and parenting status. The study will also examine how children in same-sex families perceive and have experienced this social change.

Additional funding:

Sumru Erkut and Vicki Kramer received additional funding from TIAA-CREF for a proposed study, the Critical Mass Project, a theory-driven examination of the impact of increasing the number of women on a corporate board from one to two, and from two to three. The goal is to examine whether increasing the number affects the behavior and roles of the female board members and the way male board members perceive their female colleagues. It will also examine whether the increase in female board members has an impact on board processes and outcomes.

Georgia Hall received additional funding from the Massachusetts School-Age Coalition for a report on accreditation and from United Way of Massachusetts Bay and Boston's After-School for All Partnership for preparing a state-of-the-field report.

Peggy McIntosh received continuation funding from the Caroline and Sigmund Schott Foundation for the National SEED Project and the Gender Equity in Model Sites (GEMS) project.

Nancy Mullin-Rindler received additional funding from the Puget Sound Educational Service District and from the Institute on Family and Neighborhood Life at Clemson University for Olweus Bullying Prevention training and consultation.

The National Institute on Out-of-School Time (NIOST) received additional funding from BAMS/Get on BASE in Brockton, MA, for a year-long survey and evaluation of the use of the Individual Professional Development Plan. NIOST also received additional funding for consultations and trainings from the City of Cambridge, Agenda for Children Project; Work/Family Directions, Inc., Watertown, MA;

Illinois School-Age Child Care Network, Bloomington; South Dakota Office of Child Care Services; Dillard University, New Orleans, LA; The After-School Corporation, New York, NY; New Jersey School-Age Care Coalition; Binghamton City, NY, School District; Montana Office of Public Instruction, Helena; After School Counts!, Columbus, OH; Children's Aid Society, New York, NY; and THINK Together, Santa Ana, CA.

Michelle Porche received a second year of funding from Granville Exempted Village Schools and Ohio Educational Development Center to continue work on the Collaborative Language and Literacy Instruction Project (CLLIP).

Joyce Shortt received additional funding from United Way of Massachusetts Bay, through the Intercultural Center for Research in Education, to develop, conduct, and analyze data from a student survey in conjunction with the Massachusetts Afterschool Research Study. Shortt also received funding from Caliber Associates, Inc., to provide information on best practices for development of a school-age survey, to review Caliber's assessment data, and to provide input for recommendations to the City of Alexandria, VA. In addition, Shortt received funding from the Nonprofit Finance Fund to plan and coordinate a forum for staff of citywide afterschool initiatives in Scottsdale, AZ.

Pamela Seigle and the Open Circle Project received additional funding from the Coalition for the Advancement of Jewish Education, E. Franklin Robbins Charitable Trust, Seth A. and Beth S. Klarman, Open Circle's advisory board, the Vanderbilt Family Foundation, Roche Bros. Supermarkets, Inc., Patrick and Barbara Roche, the Linda F. Zuker Memorial Youth Fund, and individual donors.



New Publications

A Quantitative Analysis Method for Feminist Researchers: A Gentle Introduction

Allison J. Tracy, Ph.D., and Lynn Sorsoli, Ed.D.

Paper No. 414
\$10.00

Historically, quantitative and qualitative approaches to research have represented two sides of a philosophical divide among social scientists. Feminist researchers have traditionally invoked qualitative methods, embracing the ways they emphasize the reflexive, subjective nature of human experience. And yet, many recognize that what makes a feminist method “feminist” is not the method itself, but the way it is applied (Cook & Fonow, 1990). This paper provides a conceptual overview of a newly available modeling approach called latent variable mixture modeling (LVMM) (Muthén, 2001), which we recommend for quantitative feminist research. The strength of this approach is that it preserves essential qualitative differences in experience while utilizing the breadth and statistical power of large-sample data analysis, thereby combining strengths of both the qualitative and quantitative analytic paradigms.

Two examples are provided to demonstrate the usefulness of LVMM—one highlighting heterogeneity in relationships among items thought to measure the same construct and the other illustrating heterogeneity in relationships across different constructs in a model. Follow-up qualitative analysis with individuals representing extreme and typical cases is recommended as a way to verify results and generate new hypotheses. Implications of this approach for feminist research and for social policy and intervention efforts are discussed.

Women’s Stay-Leave Decisions in Relationships Involving Intimate Partner Violence

Vera E. Mouradian, Ph.D.

Paper No. 415
\$10.00

The question of why women stay in relationships that involve intimate partner violence is a common one. The purpose of this paper is to provide a better understanding of the dynamics of abusive relationships and the emotional and practical obstacles that must be overcome in attaining safety. Some of the ways in which a battered woman’s experience may be similar to the reader’s own are described as well as the unique challenges a victim faces. The paper is intended to be a comprehensive, but not exhaustive, discussion for the general reader. A contact list of resources is provided at the end of the paper for those seeking information, advice, or assistance for themselves or others, or for those who want to find out more about getting involved in the effort to end intimate partner violence.

Home Study Program—Toward a New Psychology of Women

Jean Baker Miller Training Institute, based on the book by Jean Baker Miller, M.D.

Order No. HS2
\$50.00—Program alone
\$65.00—Program with book

Based on the best-selling book by Jean Baker Miller, this home study program examines the key concepts of a groundbreaking framework for understanding women’s psychological development. It explores dominant-subordinate relationships, women’s strengths, conflict, authenticity, empowerment, and the importance of connections that foster mutual growth. Long considered a classic in the field of psychology, the book continues to be an indispensable resource for clinicians and practitioners across the country and around the world.

The goals of this program are: to examine a groundbreaking framework for understanding women’s psychological development; to enlarge understanding of women’s strengths and abilities; and to identify characteristics of relationships that foster mutual growth.

The publications listed here may be ordered from the WCW Publications Office by calling 781-283-2510 or online at www.wcwonline.org/o-browse.html.



Happenings

SAVE THE DATE

The Mind, Body, and Relationship Connection

October 29, 2004 to April 22, 2005

Presenter: Amy Banks, M.D.

Wellesley, MA

This program, which offers 12 continuing education credits for psychologists, social workers, licensed mental health professionals, and marriage and family therapists, will be held at the Stone Center. Amy Banks will facilitate a series of seminars, which challenge the notion of separation and individuation while exploring neurobiology. These sessions will focus on how the chemical changes in our brains and bodies direct the complicated dance of connection and disconnection in human relationships. For more information or to register, please visit www.jbmti.org.

Afterschool Grows Up: Building Knowledge About Good Practices in Citywide Afterschool Initiatives

December 1-3, 2004

Presenters: NIOST staff

Scottsdale, AZ

This symposium will provide the opportunity for people engaged in building citywide systems for afterschool activities to learn about the latest research on afterschool programs and about how to develop networking relationships that will strengthen city efforts. For more information contact Eileen Erskine at 781-283-2507 or erskine@wellesley.edu. Information can also be found by visiting www.niost.org.

Harvard Medical School/Cambridge Hospital Conference: Adolescent Self-Destruction

January 28-29, 2005

Presenter: Nan Stein, Ed.D.

Boston, MA

This conference, sponsored by the department of continuing education at Harvard Medical School, will feature the course "The Scope of Gender Violence, Harassment, and Bullying on Adolescents," taught by Nan Stein. Stein will summarize and discuss the data on bullying, sexual harassment, teen dating violence, and gender violence in U.S. schools. She will also engage participants in a critique of the current efforts to reduce and prevent these behaviors. For more information, please visit www.cambridgecme.org.

Spring 2005 Lunchtime Seminar Series

Please join us for a series of stimulating lunchtime presentations, which are free and open to the public, on selected Thursdays from 12:30 pm to 1:30 pm. Bring along a bag lunch and we'll provide tea and coffee.

March 10

New Directions in Sexual Harassment and Gender Violence in Elementary and Secondary Schools
Nan Stein, Ed.D.

March 17

College Students Talk About Mixed-Ancestry Identities
Michelle Porche, Ed.D., and Peony Fhagen-Smith, Ph.D.

March 24

Moving Beyond Humiliation: A Relational Reconceptualization of Human Rights
Linda Hartling, Ph.D.

March 31

Fostering Children's Social Competency: Models of Breadth and Depth
Pamela Seigle, M.S., James Vetter, Ed.M., and Shoshana Simons, Ph.D.

April 7

Findings From the Massachusetts Afterschool Research Study: Relationships, Activities, and Outcomes
Georgia Hall, Ph.D., Joyce Shortt, M.Ed., and Julie Dennehy, M.M.

April 14

Urban Adolescents' Perceptions of Social Class and Work Entry
Anne Noonan, Ph.D., and Georgia Hall, Ph.D.

All seminars are held at the Wellesley Centers for Women, Cheever House, 828 Washington Street (Route 16), Wellesley, MA. For more information, call 781-283-2500.

Happenings

SAVE THE DATE



Harriet Tubman



Gloria White-Hammond

Celebrating Women of Courage

The Women of Courage Lecture Series, co-sponsored by the Wellesley Centers for Women and the Boston Research Center for the 21st Century, honors the past as it celebrates the present. Now in its fourth year, this event provides a forum for the ideas of a contemporary woman whose work has been inspired and informed by that of a major figure from American history.

This year's lecture honors abolitionist and social reformer Harriet Tubman (1820-1913), who worked throughout her life to end slavery and achieve equal rights for women. The Harriet Tubman Lecture on Human Rights will be presented by the Reverend Gloria White-Hammond on January 27, 2005, at the Jewett Auditorium on the Wellesley College campus.

Born into slavery, Harriet Tubman was put to work at the age of six. She lived as a slave until 1849, when she set out on foot for a journey north to freedom. She traveled across the Mason-Dixon line from Maryland to Philadelphia with the help of the Underground Railroad, a network of courageous people whose abolitionist ideals transformed America. Within a year, she made her way back to the South to free her family and others still held in slavery.

All told, Tubman made 19 trips south, and it is believed she was instrumental in freeing over 300 slaves, including her own parents. During the Civil War, she continued to help others, working as a nurse in army hospitals and as a spy operating behind enemy lines for the Union Army in South Carolina. Her final years were spent in Auburn, NY, where she became well known for her work for women's rights. Tubman died in March 1913.

The Harriet Tubman lecture will be delivered by the Reverend Gloria E. White-Hammond, M.D., whose accomplishments echo Tubman's spirit. White-Hammond's work has helped to highlight the problem of modern-day slavery, and her humanitarian efforts have had global impact. She has worked as a medical missionary in several African countries, including South Africa, Côte D'Ivoire, and Botswana. In 2001, she traveled to southern Sudan where she was involved in securing the freedom of 10,000 women and children who were enslaved during two decades of civil war. In 2002, she founded My Sister's Keeper, a human-rights group organized to support women of southern Sudan in their efforts toward the reconciliation and reconstruction of their communities.

Additionally, White-Hammond enjoys a career as a pediatrician at Boston's South End Community Health Center. Since 1997, she has also been the co-pastor of Bethel African Methodist Episcopal (AME) Church in Boston, where she serves as founder of, and consultant to, the church-based creative writing/mentoring ministry, Do the Write Thing, a program designed to empower high-risk adolescent females of African-American descent. The project, which began in 1994 with four girls, now serves over 550 young women through small groups in two Boston public schools, two juvenile detention facilities in Boston, and on-site at Bethel AME Church.

Both Gloria White-Hammond and Harriet Tubman exemplify strength and courage. Their achievements, passion, and determination to act for social transformation remind us that the struggle for human rights is ongoing and that women of high ideals have an important role to play in the lives of people everywhere.

For further information regarding this event, please visit our web site at www.wcwonline.org/n-womenofcourage.html. ■

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